

General Certificate of Secondary Education
Health and Social Care
Unit A914: Safeguarding and Protecting
Individuals in Settings
Specimen Paper

A914

Time: 1 hour 30 minutes

Candidates answer on the question paper.
Additional materials: None

Candidate
Forename

Candidate
Surname

Centre
Number

<input type="text"/>				
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Candidate
Number

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 60.

FOR EXAMINER'S USE

1		9	
2		10	
3		11	
4		12	
5		13	
6		14	
7		15	
8			
TOTAL			

SPECIMEN

Answer **all** questions.

1 Identify **two** types of service user who are likely to feel at risk if they are left to look after themselves.

1

2

[2]

2 Give **one** effect on a service user of being shouted at regularly.

.....

[1]

3 Describe **one** way in which the government green paper, Every Child Matters, could help children to achieve their full potential.

.....

[2]

4 Describe **one** way that providing staff training could help to reduce risks to individuals living in a residential home.

.....

[2]

5 Identify **two** procedures which could help to prevent the spread of infection.

1

2

[2]

6 Name **one** disease that must be reported under The Reporting of Injuries, Diseases and Dangerous Occurrences Act (RIDDOR) 1995.

.....

[1]

7 Explain why written records of accidents are kept in care settings.

[5]

8 Identify **one** safety feature that could prevent young children leaving a nursery.

[1]

[1]

9 Describe **two** checks that should be made by a first aider before beginning first aid.

1

2

[4]

10 Describe **two** actions to take when providing first aid treatment for a burn.

1

.....

.....

2

.....

.....

[4]

11 Identify **two** pieces of information that should be given when calling the emergency services.

- 1
- 2

[2]

12 Identify **one** action that should be taken when a fire breaks out. Describe why that action would be necessary.

Action.....

Why necessary

.....

[2]

13 Describe **one** security measure that could be put in place in a nursing home.

.....

.....

.....

[2]

14 Identify each sign below.



A



B



C

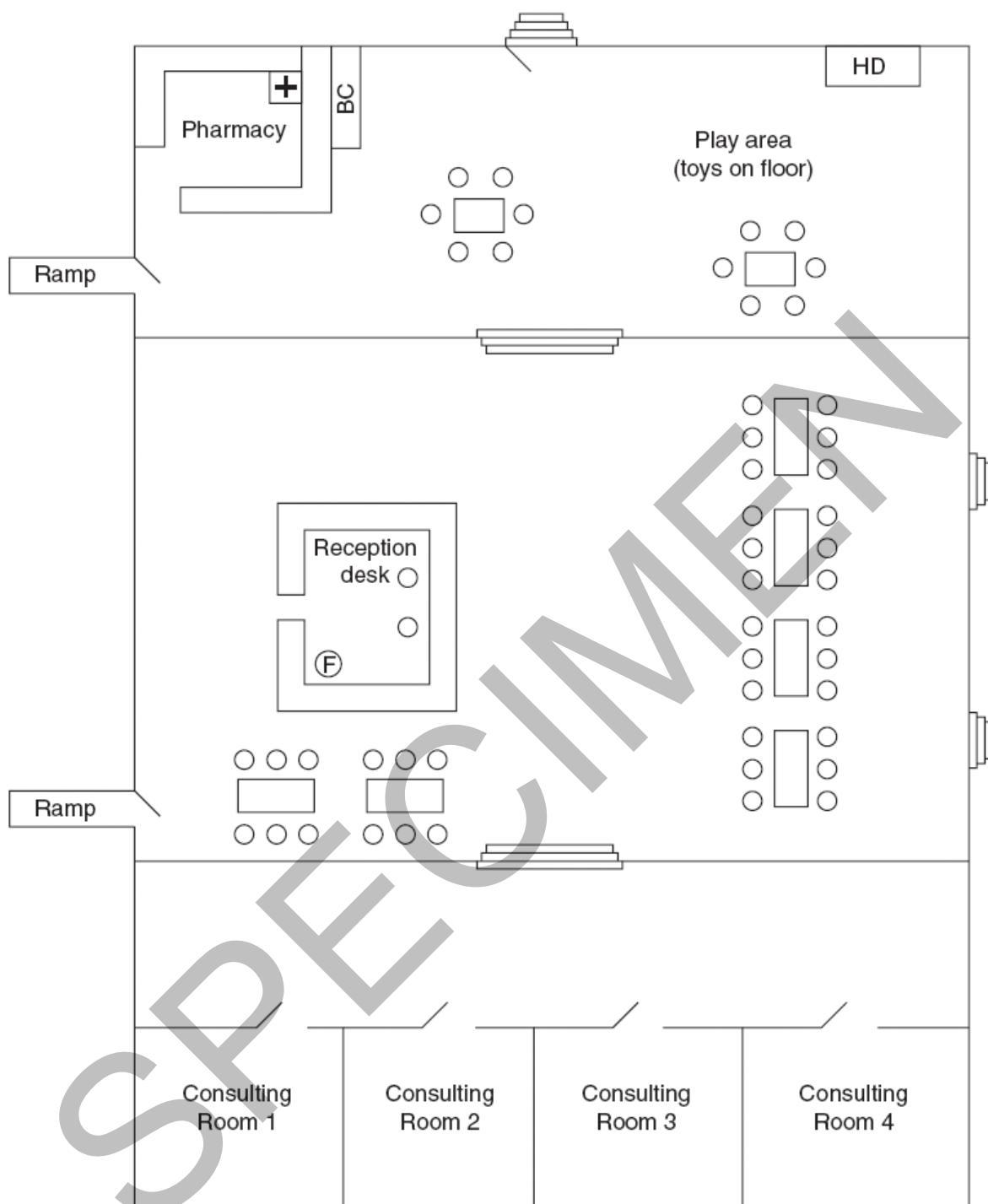
A

B

C

[3]

Plan of Hospital Outpatients Department



BC – bookcase

– stairs

HD – hot drinks machine

– door

○ – chair

+ – First Aid box

□ – table

(F) – fire extinguisher

15 Carry out a risk assessment for the hospital outpatients department.

You need to

- look for hazards
- think about who may be harmed
- consider the risks – are current precautions adequate?

[7]

Paper Total [40]

SPECIMEN

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

HEALTH AND SOCIAL CARE

A914

Unit A914: Safeguarding and Protecting Individuals in Settings

Specimen Mark Scheme

The maximum mark for this paper is [60].

SPECIMEN

This document consists of **x** printed pages.

Question Number	Answer	Mark	Total
1	<p>One mark for each, TWO required from</p> <ul style="list-style-type: none"> • older person/elderly/older adult/later adulthood/ grandparent • children/child • infant/baby 	2x1	[2]
2	<p>One mark for ONE from</p> <ul style="list-style-type: none"> • they could become withdrawn • they could lack confidence • they could become a bully • they could cry a lot • they may not feel valued • they may have a low self-esteem <p><i>Accept any other valid response.</i></p>	1x1	[1]
3	<p>Two marks for full description One mark for description lacking detail ONE required from</p> <ul style="list-style-type: none"> • 'joined up services' could provide an holistic approach/ prevent disruption • greater involvement of parent/child/care workers could enable greater participation • on-site services could prevent disruption to learning • instant access to health/social services could mean speedier treatment and return to health • individualised care is the emphasis/individual learning plans to set targets/achieve targets • increased awareness of healthy eating could help stimulate the mind 	1x2 (1x1)	[2]
4	<p>Two marks for full description One mark for description lacking detail ONE required from</p> <ul style="list-style-type: none"> • make staff more aware of the legal requirements • staff would know about health and safety procedures • staff would have the opportunity to share ideas/opinions with others • staff would know who was in charge about health and safety/who to approach • staff would know how to fill in the accident report form • staff would know which forms they needed to complete • staff would know where the health and safety policy was kept • staff would be up to date with occupational standards/ procedures/ways of correctly carrying out tasks <p><i>Accept any other valid response.</i></p>	1x2 (1x1)	[2]

Question Number	Answer	Mark	Total
5	<p>One mark for each, TWO required from</p> <ul style="list-style-type: none"> • wear apron/wear gloves/wear mask/put on overshoes/wear protective clothing • tie hair back • do not wear jewellery • wash hands after dealing with each service user • keep infected people in isolation • make sure infected service users have their own plates, cutlery/towels etc • having good oral/face hygiene • keep the environment clean/sterilised • mop up spills immediately • dispose of waste correctly <p><i>Accept any other valid response.</i></p>	2x1	[2]
6	<p>One mark for each, ONE required from</p> <ul style="list-style-type: none"> • malaria • measles • plague • rabies • rubella • salmonella • sexually transmitted disease • smallpox • tetanus • tuberculosis • typhoid and paratyphoid • typhus <p><i>Accept any other valid response.</i></p>	1x1	[1]

Question Number	Answer	Mark	Total
7	<p>Level 3 – 5 marks For a detailed explanation giving reasons – clear links made to the needs of individuals in care settings, to include workers and service users. Understanding is evident.</p> <p>Level 2 – 3-4 marks For a sound explanation – some understanding of the needs of individuals in care settings.</p> <p>Level 1 – 0-2 marks For a limited explanation – little understanding of the needs of individuals in care settings.</p> <ul style="list-style-type: none"> • to keep staff/service users informed • so that referral can be made to them if the condition requires treatment • so that treatment can be given if other symptom result due to the accident • it is a legal requirement • in case a service user decides to sue • protects workers should there be a dispute • for health and social care professional networking if further information is needed • to provide an holistic report on the client when 'looking back' at their health record/if they should die soon after the accident/emergency 		[5]
8	<p>One mark for each, ONE required from</p> <ul style="list-style-type: none"> • safety gates/barriers • locks on windows/doors • staff • fencing <p><i>Accept any other valid response.</i></p>	1x1	[1]
9	<p>Two marks for full description One mark for description lacking detail TWO required from</p> <ul style="list-style-type: none"> • make sure they themselves are not in danger • make sure there are no other dangers to the casualty • make the area as safe as possible • block traffic if necessary • look out for dangerous chemicals/unsafe structures • assess the situation • listen to the casualty if they are talking • obtain professional help • look for signs and symptoms <p><i>Accept any other valid response.</i></p>	2x2 (2x1)	[4]

Question Number	Answer	Mark	Total
10	<p>Two marks for full description One mark for description lacking detail TWO required from</p> <ul style="list-style-type: none"> run under running cold water leave under running cold water for 10 mins treat for shock if necessary check a b c if necessary obtain medical help cover the area with a sterile dressing check for any other injuries <p><i>Accept any other valid response.</i></p>	2x2 (2x1)	[2]
11	<p>One mark for each, TWO required from</p> <ul style="list-style-type: none"> state which service(s) required location/address phone number name number of casualties age of casualties sex of casualties what has happened nature of injuries any first aid treatment already given any special equipment required eg for mother in labour conscious or not conscious <p><i>Accept any other valid response.</i></p>	2x1	[2]
12	<p>One mark for action Two marks for full description, ONE required One mark for description lacking detail</p> <ul style="list-style-type: none"> sound the alarm – to alert everybody to risk evacuate all residents – to prevent injury/loss of life call the fire brigade/emergency service – to bring assistance close doors and windows – to reduce risk of fire spreading meet in assembly place/call a register of attendance – to account for all/identify missing persons turn off electrical appliances – to reduce risk of explosions/fire spreading do not use lifts – as the electric/hydraulic system cannot be relied upon in an emergency situation <p><i>Note: descriptions not exhaustive and can be interchangeable</i> <i>Accept any other valid response.</i></p>	1x1 1x2 (1x1)	[3]

Question Number	Answer	Mark	Total
13	<p>Two marks for full description One mark for description lacking detail ONE required</p> <ul style="list-style-type: none"> • a sign in/out book to monitor movement of visitors/ workers • working alarm systems to alert staff to intruders • CCTV systems to monitor movement of people • tagging systems which alert workers when residents leave • alarm systems which draw attention to intruders <p><i>Accept any other valid response.</i></p>	1x2 (1x1)	[2]
14	<p>One mark for each, THREE:</p> <p>A No Entry B Toxic (accept <i>Poison</i>) C Fire Exit</p>	3x1	[3]
Paper Total			40

SPECIMEN

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1		2		2
2	1			1
3			2	2
4		2		2
5	2			2
6	1			1
7		2	3	5
8	1			1
9		4		4
10		4		2
11	1		1	2
12	1		1	3
13		2		2
14	3			3
15		4	3	7
Totals	10	20	10	40

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